One Education
Oracy Award
Accreditation
Criteria

'Oracy is the ability to use the skills of speaking, listening and non-verbal communication for a wide range of purposes.'
Oracy Cambridge 2024

Learning to Talk

The acquisition and development of children's speaking, listening and communication skills

a) Curriculum and Culture

Bronze

- The development of the skills for effective spoken language is monitored across the school and coverage of the National Curriculum is ensured.
- The school's curriculum supports the 4 strands of oracy development (physical, social/emotional, language, cognitive) through taught skills, strategies and experiences.
- Pupils show confidence in talk, listening and communication, demonstrating their oracy skills regularly from an early age.
- Oracy development is prioritised in the early years.
- The school offers varied opportunities for all students to use their voices in meaningful contexts in and beyond the classroom.
- Every interaction is thought of as an opportunity to develop oracy skills.

Silver

- The school goes beyond the requirements of the National Curriculum for speaking and listening which includes the 4 strands of oracy development (physical, social/emotional, language, cognitive) using a developmental progression of taught skills and strategies.
- The school's oracy curriculum is understood by pupils, staff and stakeholders.
- Pupils develop strong speaking, listening and communication skills and showcase their knowledge of oracy strategies.
- The school recognises that early language experiences are critical to children's life chances, focusing on oracy in the early years.
- The school plans varied opportunities for all students to use their voices in meaningful contexts in and beyond the classroom.
- Every interaction is an opportunity to develop oracy skills.

Gold

- The school has established a bespoke oracy framework that is followed by all staff to facilitate high-quality speaking, listening and communication skills for all types of learners.
- The school goes beyond the requirements of the National Curriculum for speaking and listening which includes the 4 strands of oracy development (physical, social/emotional, language, cognitive) using a developmental progression of taught skills, strategies and experiences.
- The school's approach to ensuring high quality talk, listening and communication is effectively implemented by staff and leadership through ongoing monitoring, training and support.
- The school recognises that early language experiences are critical to children's life chances and implements strong foundations for oracy in the early years.
- The school ensures varied opportunities for all students to use their voices in meaningful contexts in and beyond the classroom.
- Every interaction is thought of as an opportunity to develop oracy skills.

Learning to Talk

The acquisition and development of children's speaking, listening and communication skills

b) Planning and Delivery

Bronze

- Talk and listening skills are taught through progressive strategies relating to age group and context.
- Pupils are trained to talk and listen in different contexts across the curriculum through planned activities.
- They incrementally develop phrasing to use in group talk to clarify, question, summarise, paraphrase and build on talk of themselves and others.

Silver

- Talk and listening skills are planned and taught through progressive strategies, taking account of starting points.
- Teachers plan regular lessons to develop talk and listening according to their year group's objectives.
- Pupils are trained to talk and listen in different contexts across the curriculum through planned activities which showcase different 'modes' of talk.
- Pupils have access to appropriate resources such as sentence stems to support their talk and listening skills.
- The learning environment is language-rich, and includes opportunities for extending talk throughout the environment.

Gold

- Pupils are introduced progressively to language models over time and there is a shared language of talk used across the school.
- Talk and listening skills are planned and taught through progressive strategies, taking account of starting points.
- Pupils are confident and able to participate collaboratively in group situations having been given the strategies and awareness to work equitably, take on a role and support/prompt others.
- Pupils understand the 'codes' of talk for different contexts and how these relate to vocabulary and register choices.
- Teachers plan regular lessons to develop talk and listening according to their year group's objectives. These may span the curriculum to provide a diversity of context for talk.
- Pupils have regular opportunities to talk and listen in pairs, groups and classes, using talk to clarify, question, summarise, paraphrase and build on each other's contributions.
- The learning environment is language-rich, with well-planned and resourced opportunities for extending talk with throughout the environment.

Learning to Talk

The acquisition and development of children's speaking, listening and communication skills

c) Pupil Outcomes

Bronze

- Pupils make good progress in their speaking and listening skills over time.
- Pupils become increasingly skilled in their attention and listening.
- Pupils take part in discussions and talk experiences independently applying the skills and practice of the guidelines they have been taught through the school.
- Pupils navigate diverse contexts for exploratory talk, including varieties of group composition and diverse group goals or purposes.
- Pupils know the 'rules' of social interaction e.g., turn taking, body language and volume.

Silver

- Pupils make very good progress in their speaking and listening skills, building on their starting points.
- Over time, pupils become increasingly skilled in their attention and listening and understand the role it has in developing understanding.
- Pupils take part in discussions and talk experiences, independently applying the skills and practice of the guidelines they have been taught.
- Pupils know the 'rules' of social interaction – taking turns; identifying who is holding the conversation and how to judge when this can change. They use appropriate body language, voice level and feed off social cues.
- Pupils experience a range of contexts for exploratory talk, such as varying group composition and purposes e.g., problem solving, consensus building.

Gold

- Pupils make excellent progress in their speaking and listening skills over time, building on their starting points.
- Pupils experience a diverse range of contexts for exploratory talk to build their oral skills, such as varying group composition and purposes e.g., problem solving, consensus building.
- Pupils regularly take part in discussions and talk experiences, independently applying the skills and practice of the guidelines they have been taught.
- Pupils talk and listen purposefully and equitably as part of a group, for a range of purposes, including understanding diverse perspectives, problem-solving and consensus building.
- Pupils develop confidence and experience in presenting their ideas or that of a group as a single voice, applying the 4 strands of oracy.
- Pupils are seen to effectively apply the 'rules' of social interaction – taking turns; identifying who is holding the conversation and how to judge when this can change. They use appropriate body language, volume and formality.
- Pupils show confidence and competence in their speaking, listening and communication skills; applying the oracy strategies they have been taught as well as experimenting with them.

Talking to Learn

The use of talk and dialogue to foster and deepen children's learning.

a) Curriculum and Culture

Bronze

- Listening skills are recognised by all as fundamental to effective talk in the classroom.
- Classroom talk is facilitated through valuable talk and listening strategies, activities and tasks.
- Language development is important across the curriculum. It is understood that language provides the foundation of thinking and that learning through talk should be prioritised.
- Pupils progressively build upon their classroom talk and listening strategies through oracy-focused activities across the curriculum.
- Pupils engage in exploratory talk which involves them interacting with others' ideas to reason and extend thought.

Silver

- Listening skills are recognised by all as fundamental to effective talk in the classroom.
- Language development is seen as integral across the curriculum. It is understood that language provides the foundation of thinking and that learning through talk should be prioritised.
- There is a clear approach and curriculum progression to the teaching and learning of classroom talk and listening strategies.
- There is understanding and clarity about the transferable oracy strategies which can be used across the curriculum.
- Pupils progressively build upon their classroom talk and listening strategies through specific oracy lessons.
- Pupils experience dialogic teaching approaches to stimulate their learning, thinking, knowing and understanding to enable them to discuss, reason and argue.

Gold

- Listening skills are evidenced by all as fundamental to effective talk in the classroom.
- Language development is seen as integral across the curriculum. It is understood that language provides the foundation of thinking and that learning through dialogic talk is a priority.
- There is a clear approach and curriculum progression to the teaching and learning of classroom talk and listening strategies which are taught in isolation as well as in context.
- There is recognition of transferable oracy strategies which can be used across the curriculum as well as the specific skills and strategies required for disciplinary talk in the subject areas.
- Through educationally productive talk, students share, develop and extend their thinking and engage critically yet constructively with the thinking of others, furthering their learning.

Talking to Learn

The use of talk and dialogue to foster and deepen children's learning.

b) Pupil Outcomes

Bronze

- Pupils take part in a range of increasingly more complex talk contexts spanning the four 'modes': discussion to build understanding; debating and persuading; negotiating to instigate change and performance to entertain and inform.
- Pupils value the role of talk and listening in their learning.
- Knowledge across the curriculum is enhanced by the pupils' skills in talk and listening for learning.

Silver

- Pupils know the conventions of varying types of talk and are able to use talk for specific purposes, including speaking in front of larger audiences including unknown adults.
- Pupils have the confidence and competence at each year group level to carry out listening tasks and equally participate in classroom tasks, all knowing they are accountable.
- Pupils take part in a range of increasingly more complex talk contexts including: discussion to build understanding; debating and persuading; negotiating to instigate change and performance to entertain and inform.
- Pupils value the role of talk and listening in their learning.
- Knowledge across the curriculum is strong due to the role of talk and listening for learning.

Gold

- Pupils are confident and able to effectively participate collaboratively in group situations having been given the strategies and awareness to work equitably, take on a role and support/prompt others.
- Pupils know and can explain the conventions of varying types of talk and are able to use talk for specific purposes, including speaking in front of larger audiences including unknown adults.
- Pupils experience and develop skills across a wide range of increasingly more complex talk contexts including: discussion to build understanding; debating and persuading; negotiating to instigate change and performance to entertain and inform.
- Pupils can explain the value of the role of talk and listening in their learning.
- Knowledge across the curriculum is uniformly strong due to the role of talk and listening for learning.
- Pupils use exploratory talk to develop and shape ideas and engage critically yet constructively with others' ideas or reasoning.

Learning about Talk

Building knowledge and understanding of talk and communication in its many contexts.

a) Curriculum and Culture

Bronze

- The school environment is language-rich and celebrates a wide range of talk styles and language diversity (including home languages, dialects and accents).
- The curriculum includes teaching about the school's language diversity and context.
- There is understanding and acceptance that not all communication is in the form of speech.
- Pupils are beginning to recognise that written and spoken language are not direct copies of each other.

Silver

- The school environment is language-rich and celebrates a wide range of talk styles and language diversity (including home languages, dialects and accents).
- Essential knowledge about language diversity infiltrates curriculum areas.
- There is understanding and acceptance that not all communication is in the form of speech and alternative forms are experienced and used.
- The school teaches pupils to know that 'standard English' is a dialect of English, rather than a single 'correct' way of speaking.
- Pupils recognise that written and spoken language are not direct copies of each other and that there is usefulness in their diversity.

Gold

- The school environment is language-rich and celebrates a wide range of talk styles and language diversity (including home languages, dialects and accents).
- A progressive curriculum is in place which teaches children about language diversity, context and history.
- The link between language and culture is made explicit and can be seen in children's experiences as they progress through the school.
- The school teaches pupils to know that 'standard English' is a dialect of English, rather than a single 'correct' way of speaking.
- Pupils learn that there are many languages and dialects spoken in England, reflecting our history and identities; diversity through dialect, conventions of expression and accent and vocabulary which have evolved for historical reasons.
- Pupils know that written and spoken language are not direct copies of each other and that there is usefulness in their diversity.
- There is understanding and acceptance that not all communication is in the form of speech and alternative forms are experienced and explained for their importance for individual needs and purposes.

Learning about Talk

Building knowledge and understanding of talk and communication in its many contexts.

b) Staff Knowledge and CPD

Bronze

- Staff are beginning to understand more about the diversity of talk.
- Staff are gaining expertise about how to support pupils who communicate in different ways.
- Staff have developing knowledge about the history of language, etymology and its diversity.
- Staff encourage the correct mode of speech for the situation and act as role models for pupils.

Silver

- Teachers are confident delivering purposeful and incidental knowledge to pupils to promote use of the correct type of talk for the context.
- Teaching staff build knowledge about the history of language and its diversity.
- Staff encourage the correct formality of speech for the situation and act as good talk-models for pupils.
- Staff are knowledgeable about how to support pupils who communicate in different ways and adapt to their needs.

Gold

- All staff are knowledgeable about diversity of talk and deliver purposeful and incidental knowledge to pupils to promote use of the correct type of talk for the context.
- All staff have received some training on the history of language, etymology and know about language diversity.
- All staff encourage the correct formality of speech for the situation and act as excellent talk-models for pupils.
- Staff are knowledgeable about how to support all pupils who communicate in different ways and adapt to their needs as required for their ongoing development.

Learning about Talk

Building knowledge and understanding of talk and communication in its many contexts.

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<tr><th>c) Pupil Outcomes</th></tr>
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Bronze

- Pupils have knowledge of how language works in society and are able to adjust their speech to the situation and level of formality it requires.
- Pupils understand the importance of language socially and in different formal and informal situations.
- Pupils value language in all its forms, are respectful and tolerant of differences.

Silver

- Pupils' knowledge about language is used to develop pupils' agency when talking, code switching to different circumstances.
- Pupils understand the relationship between language and culture.
- Pupils understand the importance of language socially and in different informal and formal situations, for example, job interviews versus a poetry slam.
- Pupils value language in all its forms, are respectful and tolerant of differences and understanding of the importance of language in one's identity.
- Pupils understand how language has changed over time and how this affects speech variation between generations.
- Children and young people know how listeners' perceptions may influence what we hear and why.

Gold

- Pupils' knowledge about language history and diversity is applied to develop pupils' agency when talking, code switching to different circumstances.
- Pupils understand how language has changed over time, learning about regional diversity through experiences, performers and authors.
- Pupils understand the relationship between language and culture and how this shapes communities and defines place.
- Pupils can explain the importance of language socially and in different informal and formal situations, for example, job interviews versus a poetry slam.
- Pupils value language in all its forms, are respectful and tolerant of differences and understanding of the importance of language in one's identity.
- Pupils progressively develop knowledge and understanding of language as a concept and tool and apply this to their own mastery of language in and out of the classroom.
- Children and young people understand and recognise how listeners' perceptions such as race, class, and other speaker characteristics influence what we hear and why.